

**Texas Education Agency
Standard Application System (SAS)**

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1		
Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 MAR 24 AM 11:17 <small>Place date stamp here.</small> </div>
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Mercedes Independent School District	108907		
Vendor ID #	ESCR region #	DUNS #	
746001718	1	089594337	
Mailing address	City	State	ZIP Code
206 W. 6 th Street	Mercedes	TX	78570-

Primary Contact

First name	M.I.	Last name	Title
Marcos		De Los Santos	ACE Director
Telephone #	Email address		FAX #
(956) 825-5089	Marcos.delossantos@misdtx.net		(956) 514-2088

Secondary Contact

First name	M.I.	Last name	Title
Daniel		Trevino, Jr.	Superintendent
Telephone #	Email address		FAX #
(956) 514-2022	Daniel.trevino@misdtx.net		(956) 514-2033

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Daniel		Trevino Jr.	Superintendent
Telephone #	Email address		FAX #
(956) 514-2022	Daniel.trevino@misdtx.net		(956) 514-2033

Signature (blue ink preferred)

Date signed

3/23/16

Only the legally responsible party may sign this application.

701-16-102-009

Schedule #1—General Information(cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year	
Start date (MM/DD):	End date (MM/DD):
Section 2: Applicant Organizations and the Texas Statewide Single Audit	
Yes: <input type="checkbox"/>	No: <input type="checkbox"/>

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview: The City of Mercedes is one of 22 municipalities located in Hidalgo County, which is in the southern most region of Texas with over 806,552 county residents and is the eighth most populous county in Texas. It is ranked 28th in the nation as one of the country's poorest counties and ranked eighth in the State of Texas. An analysis of the community needs assessment found that according to the American Census Survey 37% of the population in Mercedes lives in poverty in comparison to 15.4% in Texas and 14.8% nationally. Data also showed that Mercedes had the lowest values for household income at \$27,124, a per capita of \$11,096, and median house values of \$60,124. The regional data shows a \$35,503 household income, \$15,611 per capita, and \$79,230 for median house values. Mercedes also has the highest unemployment rate at 8% in comparison to 5.9% for the region and 5.5% for the state. The proposed program services will be provided before school, after school, and during the summer at nine centers that will service rural and urban areas of Mercedes neighborhoods that have been identified as having high levels of community need and poor student academic performance.

Community Needs: In creating this proposal the Mercedes ISD administration, campus staff, and community members met as a stakeholder committee to discuss the district's goal as it relates to implementing community learning centers across the district. To determine the needs, the committee reviewed data from campus and community needs assessments that included campus enrollment, grades, attendance, state and local assessments, promotion rates, mobility, stability, special education, bilingual education participation, and teacher/student ratio. An analysis of the data revealed that the neighborhoods serviced by the nine campuses exhibited low academic achievement and high levels of family and community risk factors such as poverty, domestic violence, juvenile crime, truancy, gang activity, and drug activity. It is important to note that 71.3% of the district student population is economically disadvantaged compared to 58.8% for the state. Mercedes students rank the highest in the region with 54% living at or below the poverty level. Of those 54%, data shows that 16% of that grouping lives below 50% of the poverty level.

The community needs assessment and community stakeholder committee identified the area as lacking access to Out-Of-School Time programming/21st Community Learning Centers (CCLC) that would provide educational, recreational, and positive lifestyle resources. Additionally the data identified a lack of parks & recreational resources for the student population of Mercedes, which is 5,746. The data showed that the majority of households with at-risk students are one-vehicle households and have at least one adult working up until 5:00 p.m. or later which makes access to transportation difficult during the critical after school hours. The one park that is available is located 5.2 miles away from the concentration of students that attend Mercedes ISD and would require students to cross two heavily trafficked highways or a five lane heavily trafficked farm road in order to access its resources. The city's only community based recreational center is a 200 maximum occupancy structure that is a co-op, which is utilized by three local towns and is fee-based. The center reaches maximum occupancy early in the year and has a high retention rate which limits accessibility to new enrollees. This combined with fees and lack of transportation make the resource inaccessible to the majority of economically disadvantaged students.

Program Description: The proposed program intentionally aligns to the United States Department of Education (USDE) objectives and the TEA 21st CCLC objectives, critical success factors, and milestones which provide a comprehensive framework and foundation for effective implementation.

The proposed Mercedes ISD ACE program focuses on providing intentional research based academic enrichment activities that align to the regular school day curricula, best practices, district and campus improvement plans, and the 21st CCLC Texas ACE Blueprint four component guide. The program will implement the following components in order to address student academic needs as listed below:

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

1. **Academic Assistance and Alignment with the School Day:** The Project Director and coordinators will collaborate with the campus leadership team to conduct a thorough campus needs assessment to identify academic needs and gaps based on an analysis of qualitative and quantitative student data. Qualitative data includes surveys of students, teachers, counselors, administrators, and parents. Quantitative data includes Texas Academic Performance Reports (TAPR), Campus Improvement Plans, standardized testing, teacher made tests, benchmarks, STARR results, PEIMS data, needs assessments, promotion rates and graduation rates. The development of activities will be based on these findings and the district curriculum will be utilized for regular school day alignment. Site Coordinators will participate in all campus grade level meetings and have access to Mercedes ISD databases, which includes the ability to review student grades, attendance, and behavior. The Needs and Asset Inventory from the Texas ACE Blueprint identified the limited out-of-school time activities currently available and will ensure resources are not duplicated to further impact students and their families.

The core academic program will focus on targeted student needs in subjects such as Mathematics, Reading, Science, and Social Studies. Activities will be offered during each term (Fall/Spring/Summer). Innovative and engaging methods of instruction will be implemented that require students to solve highly complex problems in which both fundamental skills (Reading, Writing, and Math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools, communication skills) are utilized. With this combination, students become directors and managers of their learning processes in which they connect their academic content to the real world through group projects, use of technology in product development, and speakers from relevant career fields. This collaborative and inquiry-based method of instruction has shown to increase engagement, retention, performance, and college and career readiness.

2. **Enrichment:** Enrichment activities will be developed utilizing student surveys for student voice and choice to increase engagement, participation and retention. A student focus group at each site will be maintained and utilized each term to assist in activity development and activity modification. The centers will provide a variety of activities that offer students programming such as Art, Music, Dance, Sports, Physical Fitness, Guitar Lessons, Garden Club, Pottery, and Karate for exposure and development of the mind and body. Activities will have built-in lessons on self-confidence, compassion, perseverance, tolerance and ethics. Character Education will be embedded throughout all afterschool activities for positive student development utilizing research based character education programs appropriate to each grade level. Activities will be staffed by certified professionals and paraprofessionals with expertise in the respected activities being offered.
3. **Family, Parental & Community Educational Services:** The Mercedes ISD ACE program understands that families are critical partners and will focus efforts on engaging parents through intentional activities developed and implemented by the combined efforts of the district, city, Region 1 ESC, local universities, and parent surveys. Parent and family development activities will focus on educational and enrichment courses that will assist parents in becoming advocates and participating in their child's education through Supporting Learning at Home workshops, fine arts, ESL, GED, nutritional presentations, and literacy courses. Ongoing parental surveys will be utilized to identify needs and modify activities being offered as needed. The Family Engagement Specialist will collaborate with the Parental Department and campus liaisons to coordinate all parental activities.
4. **College and Career Readiness:** Mercedes ISD recognizes that in order for students to be ready for a post secondary education or job training, programming will need to consist of courses that focus on oral and written communication skills, information literacy, technology literacy, leadership development, critical thinking and problem solving, global and cultural awareness, and social responsibility and ethics. A three-tier action plan will address college and career initiatives by grade level and need according to three levels Elementary, Middle School, and Secondary. Activities such as career clubs, career exploration activities, college exploration activities, career days, college life exploration activities, mentoring and college field trips will be offered.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,506,808	\$27,000	\$1,533,808
Schedule #8	Professional and Contracted Services (6200)	6200	\$37,050	\$	\$37,050
Schedule #9	Supplies and Materials (6300)	6300	\$147,500	\$	\$147,500
Schedule #10	Other Operating Costs(6400)	6400	\$33,000	\$	\$33,000
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,724,358	\$27,000	\$1,751,358
Percentage% indirect costs (see note):			N/A	\$28,058	\$28,058
Grand total of budgeted costs (add all entries in each column):			\$1,724,358	\$55,058	\$1,779,416

Shared Services Arrangement				
6493	Payments to member districts of shared services arrangements	\$	\$	\$

Administrative Cost Calculation	
Enter the total grant amount requested:	\$1,779,416
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$88,970

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$53,000
5	Site coordinator (required)	9		\$405,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant	1		\$35,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist	1		\$27,000
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$565,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$668,480
25	6121	Support staff extra-duty pay		\$173,320
26	6140	Employee benefits		\$127,008
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$968,808
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,533,808

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Parent Workshops (Homework assistance, parenting skills, ELS classes)	\$9,000
2	Jump Start Program (Staff / Resources / Training for Housing Unit Program)	\$20,000
3	Staff Development – Inquiry Based Instruction	\$8,050
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$37,050
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$37,050

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$147,500
Grand total:		\$147,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences(does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$9,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$24,000
Grand total:		\$33,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay(6600)

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment, furniture, or vehicles				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:				
Category	Number	Percentage	Category	Percentage
African American	7	.1%	Attendance rate	95.9%
Hispanic	5670	98.7%	Annual dropout rate (Gr 9-12)	.7%
White	44	.8%	Students taking the ACT and/or SAT	58.2%
Asian	10	.2%	Average SAT score (number value, not a percentage)	1508
Economically disadvantaged	6	.1%	Average ACT score (number value, not a percentage)	17.4
Limited English proficient (LEP)	0	.0%	Students classified as "at risk" per Texas Education Code §29.081(d)	71.3%
Disciplinary placements	9	.2%		

Comments

As mentioned previously Mercedes ISD is a high need district and has a student population that is economically disadvantaged by 71.3% in comparison to 58.8% for the state.

Data shows students in Mercedes ISD rank the highest in the region with 54% living at or below the poverty level of \$20,160 - \$24,300. Of those 54%, data shows that 16% of that grouping lives below 50% of the poverty level.

It is important to note that the Economically Disadvantaged Income Eligibility Guidelines is \$6,110 higher in comparison to the Federal Poverty Guideline.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	.3%	No degree	4.2	1.1%
Hispanic	366	92.9%	Bachelor's degree	356.3	90.3%
White	24	6.1%	Master's degree	32.9	8.3%
Asian	3	.7%	Doctorate	1.0	.3%
1-5 years exp.	108.7	27.6%	Avg. salary, 1-5 years exp.	\$ 44,126	N/A
6-10 years exp.	97	24.6%	Avg. salary, 6-10 years exp.	\$ 46,559	N/A
11-20 years exp.	106.4	27%	Avg. salary, 11-20 years exp.	\$ 51,690	N/A
Over 20 years exp.	60.9	15.4%	Avg. salary, over 20 years exp.	\$ 58,331	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public		384	442	468	447	465	417	438	401	444	456	428	298	316	5,404
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	384	442	468	447	465	417	438	401	444	456	428	298	316	5,404

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process & Stakeholders: Mercedes ISD recognizes that a critical component to the success of the program is to develop buy-in and support from faculty, staff, students, working families, and community members. In order to build this support a systematic district, campus, and community needs assessment was conducted. Stakeholders were targeted and structured according to the elements and indicators of effectiveness included in the Texas ACE Blueprint framework. To accomplish this task, the ACE Program Planning Committee consisting of campus level staff focus groups, Site Based Decision Making Committee (SBDM), campus Parent Teacher Organizations (PTO), MISD Curriculum and Instruction Department (C&I), Safe Schools Department and the Mercedes ISD Parental Involvement Department (PID) conducted a comprehensive assessment to evaluate and prioritize the needs of the campus and community for out-of-school-time programming (OST) through weekly formal and informal meetings prior to the submission of the grant. The planning committee considered the feasibility of preparing a proposal and to share data from the Campus & Community Needs Assessment for developing a proposal based on 21st CCLC grant requirements. The planning process was used to develop a course of action for implementation, as well as to garner and increase stakeholder support. The first step in the process to garner support for the grant was to invite district and campus personnel to a grant presentation at every site for an overview of the 21st CCLC Cycle 9 Grant. Participants were presented with the plan to apply for a grant that would increase student performance, teacher effectiveness afterschool, and overall school performance. Staff were recruited to participate in a focus group, which provided feedback and assisted in survey distribution, collection, and analysis. Second, the PID, SBDM and PTO were presented with an overview of the grant application, goals, and objectives for feedback and for surveys. Both groups provided a diverse population of staff, parents, and community members, which greatly assisted in the development of the needs assessment. Third, C&I and Safe Schools departments have conducted a district needs assessment and provided the ACE Program Planning Committee with resources and contacts to complete the grant needs assessment. Fourth, a request to apply for the grant was presented to the Mercedes Independent School District Board of Trustees and Superintendent. Once granted, the C&I Department were instructed to identify target academic needs, alignment, and design of the grant along with the designated campus focus groups. To include community involvement and voice, the Mercedes City Council, City Manager, Police Chief and Mayor were included in the development and implementation of the Community Needs Assessment and informal meetings. A community meeting was held with family and community members. The individuals were presented with an overview of the grant application and an open forum was held for feedback. At the end of the meeting, a survey was administered to collect information on out-of-school time services currently being utilized, services needed, and student academic needs. The City Manager's department provided data on population, age, gender, income, government housing, and recreational resources. The Mercedes Police Department provided data on juvenile and adult crime statistics.

Needs & Gaps Addressed: The comprehensive needs assessment conducted indicates students lack access to structured and safe afterschool programs. The findings identified a need for activities that educate and motivate families to participate in their child's education and to send them to post-secondary education. Students are in need of innovative academic tutorials to improve skills in the core subject areas. STAAR 2013-2014 Math results show students across grade levels 3rd-8th performed on average 9% below the state average and 7.3% below the regional average. STAAR 2014-2015 Reading results show students across grade levels 3rd-8th performed on average 14.1% below the state average and 9.7% below the regional average. The STAAR 2014-2015 End Of Course results showed an average of 8.8% below the state and 4.2% below the region. The analysis also identified a lack of fee-based programs in the community that address the academic and enrichment needs of students and working families. The proposed MISD 21st CCLC ACE Program intends to provide a safe environment where high quality, vertically aligned, and innovative activities are implemented based on the Four Component Guide. This afterschool structure will align with the regular school day curriculum, Campus Improvement Plan, and will help develop critical 21st Century skills through inquiry based learning activities necessary for success in post-secondary education. The program intends to offer classes that educate parents in the importance of STAAR and local testing, research based study skills, teacher communication skills, SAT/ACT preparation, financial aid, career exploration, college requirements, and college visits.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance in the Core Academics ELA, Math, Science, and Social Studies	Provide a safe and supportive learning environment that will align all afterschool activities both academic and enrichment to the Texas Essential Knowledge and Skills (TEKS) and the regular day curriculum. Students identified at risk of academic failure based on test data will be targeted. Intentional activities designed specifically to students needs will be provided such as tutorials, LEP support, homework assistance, staff development, and expanded learning time to close achievement gaps.
2.	Improve Attendance Amongst At-Risk Population	Students identified as chronically absent will be targeted and provided activities that are based on student and family voice and choice surveys to ensure buy-in, engagement, and consistent attendance. Activities are supervised by qualified staff who will receive staff development in research based youth development strategies. Activities will increase participation, develop teacher/student relationships, and regular school day attendance by providing an engaging balance of academic and enrichment activities on a rotating daily schedule.
3.	Improve Behavior and Interpersonal Relationships Amongst At-Risk Population and Staff	Discipline data will be reviewed to provide activities that continuously give students the opportunity to acquire and practice their leadership skills through small group project-based learning, mentoring, and service learning opportunities. Activities will help influence self-concept, compassion, perseverance, tolerance and relationships with teachers and peers. Research based character education will be infused in all afterschool activities.
4.	Improve Promotion Rates	The program will analyze student test and performance data for intentional student recruitment. Students identified at risk of academic failure will be provided core content tutoring and innovative academic enrichment activities aligned to TEKS and regular day curriculum. Students will be provided a schedule tailored according to their needs based on assessment data and teacher referrals. Activities will be modified continuously to address student needs.
5.	Improve Graduation Rates	The program will implement the Texas College and Career Readiness Standards in all after school programming to develop 21 st Century knowledge and skills necessary to succeed in entry-level community college and university courses. By utilizing data systems for test data analysis, students at-risk of academic failure are provided dropout prevention, and academic assistance to increase college and career readiness. These College and Career activities will provide career options, business visits, mentors, guest speakers, exploration activities, and university visits.

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Schedule #14—Management Plan

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	A full-time director with a Bachelor's Degree, with a minimum of 6 years' experience in out of school time program management experience, with sufficient expertise to manage, coordinate, and oversee day-to-day operations of all grant activities.
2.	Site Coordinator(s)	All full-time coordinators will have a Bachelor's Degree in education or a related field with sufficient experience to manage, coordinate, and oversee day-to-day operations of all center activities.
3.	Family Engagement Specialist	A full-time specialist will have a Bachelor's Degree in education that will recruit participant families and assist in the coordination of family engagement strategies across all centers.
4.	Independent Evaluator	An evaluator with at least a Bachelor's Degree in education or a related field with formal training in research and evaluation that has experience in conducting evaluations of programs with out of school time services.
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Academic Performance	1. Student data analyzed for program development	07/26/2016	05/29/2017
		2. Assessment data utilized for targeted recruitment	08/08/2016	07/14/2017
		3. Utilize research based instructional techniques	09/06/2016	07/14/2017
		4. Continuous student assessment to improve services	09/06/2016	07/14/2017
		5. Ongoing training opportunities for staff development	08/22/2016	07/14/2017
2.	Increase Attendance	1. Review regular day and afterschool attendance data	09/06/2016	07/14/2017
		2. Provide socialization and peer attention in activities	09/06/2016	07/14/2017
		3. Engage students in challenging activities	09/06/2016	07/14/2017
		4. Provide consistent contact with caring advocates	09/06/2016	07/14/2017
		5. Increase sense of belonging via service learning	09/06/2016	07/14/2017
3.	Improve Behavior and Relationships	1. Consistently review regular day discipline data	10/05/2016	07/14/2017
		2. Staff develops a student profile of needs and gaps	08/22/2016	07/14/2017
		3. Will provide a character education program yearly	09/06/2016	07/14/2017
		4. Professional Development on staff-youth interaction	10/22/2016	07/01/2017
		5. Weekly observational assessments on staff-youth	09/06/2016	07/14/2017
4.	Improve Promotion Rates	1. Consistently monitor school performance reports	07/26/2016	07/14/2017
		2. Project Director attends District Planning meetings	07/18/2016	07/14/2017
		3. Coordinators attend Campus Planning meetings	08/01/2016	07/14/2017
		4. ACE performance reports presented to district staff	10/06/2016	06/08/2017
		5. Highly qualified teachers offer additional courses	09/06/2016	07/14/2017
5.	Improve Graduation Rates	1. Consistently monitor school performance reports	07/26/2016	07/14/2017
		2. Highly qualified teachers offer additional courses	09/06/2016	07/14/2017
		3. Coordinators attend Campus Planning meetings	08/01/2016	07/14/2017
		4. Coordinator/Counselor aligns activities to grad. plan	09/12/2016	07/14/2017
		5. ACE performance reports presented to campus staff	10/06/2016	06/08/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the beginning of the fiscal year, the leadership team will design a Management Task list utilizing the Texas ACE Blueprint Key Task Assessment Process document that outlines with detail the program objectives, strategies, and deadlines that need to be in place for program quality, fidelity, and compliance. This task list is implemented and modified monthly according to campus operations and ongoing changes in participant need. The project director and site coordinator will set goals in six areas at the beginning of each program year: (1) Program Operations, (2) Outreach, (3) Communication, (4) Curriculum Alignment, (5) Program Quality & Rigor, (6) Program Evaluation and modification. Ongoing monitoring will be conducted weekly utilizing a modified version of the ACE monitoring form by observers such as the project director, district curriculum and instruction staff, campus administrators, and the site coordinator to ensure program fidelity and that needs of students and families are being met within 21st CCLC guidelines. Observers will inspect weekly TEA 21st CCLC Unit/Lesson Plans to ensure alignment with the regular day curricula and Four Component Guide. The information gathered from the monitoring form will be documented and feedback will be disseminated to the instructors for program adjustment as needed by the site coordinator. Along with classroom observations, on an ongoing basis, the site coordinator will also maintain all operational functions and documentation such as student activity planning, parental activity planning, staff development, training schedules, budgeting, student sign-ins, uploading attendance data daily into Tx21st, time & effort logs, transportation plans, nutrition department planning, and application maintenance. Student and Program Performance reports will be presented to the campus administration, district, and community every 6 weeks. These student reports are based on test data from six-week exams, checkpoints, and local benchmarks, which are developed from the school district's Data Management for Assessment and Curriculum (DMAC) software. The Program Performance reports will be developed from the TX21st data system and present information on activities, schedules, operations, enrollment, activity average daily attendance, and participant attendance. Campus level meetings will disseminate the reports to campus staff, stakeholders, and parents. The project director will also disseminate reports to the school district personnel at monthly district level leadership meetings. The local communities serviced by 21st CCLC sites will receive newsletters, in English and Spanish, that are sent home monthly with activity scheduling information, news, and Performance Report information. A campus website will be maintained monthly with updates on programs, student and parent activities, and to showcase student projects. All information distributed will be in accordance to the Family Educational Rights and Privacy Act.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mercedes ISD is committed to establishing an enduring after school program. During the development stage, several meetings were held with stakeholders to discuss a path to program sustainability after funding. Upon application award, the ACE program and stakeholders will form a Sustainability Committee and hold a series of meetings throughout the life of the grant to implement the five key steps outlined in the Texas ACE Blueprint. Step 1, the committee will continuously review grant participation and performance to determine a sustainability target. The sustainability target will identify the various aspects needed for the greatest student impact such as program hours, resources, staffing, and activities. Step 2, the committee will review which service model is more effective by site to create a detailed and highly effective plan according to staffing strengths. Step 3, the resources utilized throughout the life of the grant that are acquired through local, state, and federal partnerships and in-kind contributions will be inventoried and cultivated so that they can be utilized at the conclusion of the grant to aid sustainability. Step 4, a partnership between the school district and city government will focus on raising buy-in from the community throughout the life of the grant by presenting the committee's findings yearly to the city commission and community in order to move towards creating an external funding stream such as a possible sales tax increases to support out of school time funding. Step 5, a logic model will be created to organize the program information and resources to be presented to the school board yearly to highlight the program accomplishments and build buy-in. This will create another opportunity to discuss and plan for program sustainability by identifying an additional funding stream targeting local district funds by the end of the grant cycle.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Examining effects of participation on youth's academic performance/Primary	1.	Improved grades in content areas (Math, Reading, Science and ELA)
		2.	Improved grades in OST tutorial testing or STRIDE Assessment software
		3.	Improved performance in State Standardized Testing results
2.	Examining effects of participation on Student/Parent attendance/Primary	1.	Increased student attendance compared to previous year via PEIMS data
		2.	Increased parent participation from previous year via Parent Data Tracker
		3.	Grant requirements met for student and adult participation
3.	Examining effects of participation on behavior and relationships/Primary	1.	Lower discipline actions/reports from previous year via PEIMS data
		2.	Teacher/Counselor survey results on improved student in-class behavior
		3.	Student survey results on attitude toward school
4.	Examining effects of participation on promotion/Primary	1.	Increased participant promotion compared to previous year via PEIMS data
		2.	Increased participant GPA compared to previous year via PEIMS data
		3.	Increased reading level compared to previous year via Istation
5.	Examining effects of participation on graduation/Primary	1.	Increased participant graduation compared to previous year via PEIMS
		2.	Increased End of Course scores compared to non ACE Student
		3.	Increase participants that meet college ready benchmarks ACT/SAT/ TSI

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Mercedes ISD 21st CCLC ACE Program will utilize both quantitative and qualitative data collection methods to gather information to assess the status of the program performance measures, which will be used in the bi-annual evaluation. On-site program attendance information will be collected and entered by the site coordinator into the TX21st Data System daily from classroom sign-in sheets that contain student signatures. Additional data collected will include student campus data, innovative academic activity attendance, enrichment activities, college and career readiness activities, adult activities, staff meetings, attendance logs, student/staff/parent surveys, and trainings. The project director and site coordinator will collect quantitative student data for the Project Evaluator through the district PEIMS and Testing departments on student grades, campus based assessments, district benchmarks, pre/post assessments, Mock STAAR assessments, and STAAR results. This data will be used by the ACE project director, site coordinator, teachers, and campus administrators to evaluate performance measures and modify programming as needed. Student portfolios/quantile reports will be created from the reviewed data that specifically identify the weak student expectations students are having difficulty in by percentage of mastery. This will allow staff to intentionally group students by level of mastery and need. By incorporating the Texas ACE Blueprint standards, the Project Evaluator will analyze the quantitative data for the development of the final independent program evaluation. The ACE Project Evaluator will administer research-based surveys specifically to provide relevant data on staff and stakeholders' voice and opinions. The site coordinator and project director will utilize the Harvard Family Research Project Student and Family Involvement Resources to survey stakeholders. The data collected will be in accordance to FERPA guidelines. Additionally, the Project Director will collect qualitative data during formal site monitoring utilizing the ACE Monitoring Tool & Assessment of Afterschool Practices. Assessments and monitoring instruments will be gathered from a variety of resources including MYTEXASACE, National Institute of Out of School Time, Harvard Family Research Project and other research-based resources. The project director will present findings at the end of each term to the school board and community. Site coordinators will present program operations and accomplishments at the campus showcases, parent meetings, and open house. Newsletters for each site will be developed to send information on program operations and updates to parents. In addition, each site will have a district ACE website to display program information and accomplishments to the public.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed MISD 21st CCLC ACE program will offer a selection of activities aligned to TEKS, the regular school day curricula, and aligned with the 21st CCLC Four Component Guide. The following components, Academic Assistance, Enrichment, College and Career Readiness, and Family/Parental Support Services will exceed TEA's requirement of at least 45 minutes in duration.

Before School, After School, and Summer Interventions: The program will offer inquiry-based activities for academic support that are aligned to the regular day curriculum before school, after school, and during summer. Activities and instructors will focus on the development of formal thinking and logical reasoning skills that are necessary to achieve a higher level of understanding and learning. Activities include homework assistance, core content inquiry-based tutorials, and remediation centers for math, reading, science, and language arts. Enrichment and College and Career Readiness activities will be embedded with academic skill building curricula that will offer activities such as fine arts, music, character building, computer technology, anti-bullying, math & science cooking classes, dance, debate clubs, newsletter club, robotics club, community service clubs, residential blueprint design, animation, and sports. By incorporating inquiry-based learning in all activities offered, the recruitment and retention of students will increase due to the appeal of hands-on instruction and the extensive use of technology. This strategy will build valuable 21st Century Skills needed to prepare students to achieve college and career readiness skills needed in post-secondary education and job market.

Parental Activities: The site coordinator, family engagement specialist, parental department, and parental liaisons will work with local partners such as Region 1 ESC, A&M Nutrition Services, Hidalgo County Workforce, and local universities to offer families engaging learning opportunities. The activities include Basic Education, English as a Second Language, GED certification, nutrition, financial education, parenting skills, literacy development and Adult Secondary Education. Parental involvement workshops and activities will assist in increasing participation and engagement.

Transportation Program: The sites applying will be in walking distance from student homes. The school district will also offer students district bus transportation to and from each center as an alternative. Bus monitors and crossing guards will be provided by the district to ensure student and family safety. All bus transportation will be according to the student registration form and parents of pick-ups will be required to sign out their child with proper identification.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community-learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project director, site coordinators, family engagement specialist, center staff, and the campus parental liaisons will disseminate information of the program through monthly English and Spanish school newsletters, flyers, school marquee, ACE campus webpage, district automatic text/call system, student showcases, and local news outlets. ACE staff, site coordinator, family engagement specialist and parental liaison will be responsible for distributing information and promoting the 21st CCLC ACE Program's impact to the community by making program information readily accessible in multiple languages and according to the population being served. The campus ACE webpage (English and Spanish) will make information readily available to the community to inform them of the site location, program schedules, participant achievements, volunteer opportunities, and instructor opportunities. The project director and site coordinator will also provide opportunities for distribution of materials and feedback by conducting quarterly student activity showcases in which parents observe their child's work in various genres and a presentation of program's direction. The presentation will be given to attendees on program data and an opportunity for parents and community members to provide feedback. In addition, the project director, site coordinator, family engagement specialist, and campus parental liaison will be responsible for maintaining a Stakeholder Committee that includes teachers, school administrators, student, parents, and community members that encourage community participation and provide program specific information to the community. The Stakeholder Committee will meet quarterly and assist in developing community participation activities, marketing materials, and promotion materials. Stakeholder committee members will play an integral role in promoting the program goals and objectives and speaking on behalf of the program to local residents, school board members, city officials, the business community, state officials, and national officials.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To improve student academic achievement, the proposed ACE programs' guiding tools for establishing specific academic and enrichment activities are the Texas ACE Blueprint, campus improvement plan, campus needs assessment, campus curriculum team, student test data analysis, and staff surveys. The ACE program will offer a variety of program activities that are inquiry based across all content areas in order to address different learning styles, increase participation, and student engagement. Through this learning program, students will utilize technology for research and product development. A hands-on approach to problem solving will be implemented in all activities. The site coordinators will participate as an integral part of the campus curriculum team at every site and participate in bi-weekly department meetings with campus administration and staff to share program information, direction, and collect feedback. By participating in the campus curriculum team, the site coordinator will have first hand knowledge of up-to-date curriculum needs of students and be able to modify instruction immediately in comparison to delays from testing schedules and test analysis feedback. This information networking and sharing will allow the site coordinator the ability to link the school day achievement goals into ACE Unit/Lesson plans and develop a Center Service Delivery Plan ensuring alignment with the TEKS, district improvement plan, campus improvement plan, and 21st CCLC goals. Access to the district test management software DMAC that contains all local and state assessments will be available to all site coordinators. The site coordinator and curriculum specialist on campus will run analysis reports by ACE participant according to local assessments such as six-week exams, Fall & Spring Benchmarks, and Mock STAAR exams. Student portfolios will assist in placing students into targeted small-group tutorials based on weak Readiness and Supporting standards for targeted intentional academic tutorials. Continuous monitoring utilizing the participant attendance analysis by the project director, site coordinator, curriculum specialist, and campus administration will ensure the targeted students are attending the program. The participant dosage analysis will identify which activities the student is attending, for example core content versus enrichment. Monitoring staff will also review qualitative and quantitative data to determine program effectiveness and areas in need of modification.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MISD administrators, campus personnel, and community members met as a Stakeholder Committee to discuss the district's goals related to implementing community-learning centers at nine sites. The administrators represented various district departments such as Special Education, Child Nutrition, Safe Schools, Migrant, Bilingual, Parental, Technology, Transportation, and Federal Programs. During the planning process, each department identified ways to address gaps in services. A communication plan was developed to articulate the joint initiative and contribution of each respective department. This alignment enables the proposed program to maximize partnerships of existing resources and avoid duplication. Upon grant award, the project director, MISD Central Office administrators, and program directors will collaborate by combining public resources for targeted interventions. These resources include Title 1 funds for instructors and supplies for after school programs inclusive of bilingual, migrant and, state comp funds, local ISD funds for bus transportation personnel, and maintenance of transportation vehicles. The Child Nutrition Services funds will provide after school snacks during the Fall, Spring and Summer semesters. The maintenance department will use local MISD funds to maintain the facilities and campus landscape. In-kind campus administrators will supervise after school staff and faculty will promote and support the program's initiatives by providing information on student needs. Through in-kind partnerships, workshops for parents and students will be provided by the MISD Parental Department director and campus parental liaisons who will collaborate with the Family Engagement Specialist in delivering parental services at all grant funded sites. The Parent Teacher Organizations will be utilized to survey, plan, coordinate, and implement a Family Engagement Program for students and families. The district will not charge the ACE Program rent or maintenance fees. By hosting the ACE Program, current resources inclusive of federal, state, and local programs mentioned above will be available to enhance and extend the program. 21st CCLC funding will not be used to supplant funding for any service or programs currently in place at the proposed sites. Local district funding for administration will be provided by Business Office personnel and federal programs specialists for program support and compliance.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program design was developed by implementing best practices taken from research provided by the Harvard Family Research Project, Out-of-School Time Programs: A Meta-Analysis of Effects for At-Risk Students, Critical hours: Afterschool programs and educational success, and Measuring Program Quality: A Guide To Assessment Tools, 2nd Edition. Scientific research indicates best practices for after school programs include rigorous coursework, mentoring, tutoring specifically targeting math, science, reading, and writing. The expanded learning opportunities will be based on student assessments, campus teacher and counselor recommendations, and parent support. The programs will be aligned to the regular day curricula and TEKS. A variety of research based high quality academic enrichment programs such as art, music, civic engagement, theatre, and sports will also be provided that incorporate core content curricula. Many parents in the area are unschooled, speak only Spanish, and are unable to provide a support system at home to help their children succeed in school. Due to their lack of education and English language proficiency there is a high level of unemployment in the area contributing to high poverty rates. The ACE Program will create afterschool programs for families that include fitness, nutrition & wellness, financial management, ESL, and GED certification classes to assist in developing parents to be active participants in their child's education.

In order to meet the measures of effectiveness the proposed activities were designed based off data that includes a Campus & Community Needs Assessment, Texas Performance Reporting System data, District Improvement Plan, Campus Improvement Plan, standardized testing, benchmarks, and meetings with community stakeholders. An objective set of measures will be utilized to monitor, increase, and modify programming for maximum effectiveness. A demographic profile analysis will be conducted each term to create an academic comparative analysis percentage of program versus non-program students. Measures will focus on a two-year comparative analysis in core GPA change, school days absent, criminal referrals, non-criminal referrals, course pass percentage, and state standardized math/reading score changes. In addition to program modification, a participant attendance analysis will be utilized to monitor the attendance and distribution of targeted students, a participant dosage analysis will monitor student activity enrollment, and a participant portfolio analysis will provide data to staff of students identified needs by weak student expectations (SE).

The project director, site coordinator, and evaluator will utilize a specific and continuous data collection plan, which will be utilized to report on the specified performance measures throughout each term. Quantitative data will focus on student grades, pre/post tests, STAAR results, teacher made tests, benchmarks, individual and group promotion rates, graduation rates, and attendance data, which will be utilized to measure achievement and assist the staff in modifying services that are not in line with performance measures and specific student needs. The project director, site coordinator, and evaluator will have access to student DMAC assessment profiles, Skyward data, and the PEIMS database through district and program agreements to gather the necessary data. The project director, site coordinator and evaluators will utilize observation tools to examine program practices that research suggests are related to key student outcomes.

Qualitative data will be collected from resources such as the appendices from the Texas ACE Blueprint, Assessing Afterschool Program Practices Tool, Out-of-School Time Observation Instrument, Program Quality Observation Tool, and the Promising Practices Rating Scale. These tools will allow ACE personnel to collect data through an ongoing program observation process to specifically measure the connection between quality, fidelity, and the academic outcomes of participants. Furthermore, data will define desirable program practices in concrete terms that will be used to communicate to staff for reflection and discussion of classroom strength and weaknesses. The data will also guide the creation of professional development priorities and instructional improvement goals.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

A Memorandum of Understanding will be signed by the City of Mercedes Housing Authority and MISD Superintendent, thereby solidifying a partnership between MISD and City of Mercedes Housing Authority Jump Start program. The agreement will establish accountability with the City of Mercedes Housing Authority and MISD ACE Program listing the roles of the venture. The City of Mercedes Housing Authority Jump Start program will provide at-risk students living in housing facilities access to educational staff, computers, printers, a small library, tutoring services, homework assistance, and indoor recreational activities at designated areas within the housing complex in which students reside. The program participants will have access to the onsite program from the hours of 6:00 p.m. – 8:00 p.m. Monday through Thursday and 8:30 a.m. – 11:30 a.m. on Saturday.

The City of Mercedes Housing Authority currently provides housing for 382 students who attend Mercedes ISD. Data shows that 295 of these students are living below the poverty level with a demographic of 97% Hispanic and 3% white. These students live in households with an average of 5 family members, in housing units, which average 888 square feet per unit. Housing Authority survey results show that 11% of participants have desktop/laptops accessible at home and 2% have printers, which can be utilized for homework or projects. Of the parents surveyed 63% stated they could not effectively assist their child with school assignments due to educational limitations and language barriers. This partnership would provide much needed assistance to students living in a highly impoverished area of the community, which lacks the educational resources to be college and career ready and break the cycle of poverty.

The ACE project director, site coordinator, family engagement specialist, district administration, and housing authority director will provide support in programming through administrative oversight, security, resources, and educational support on a daily basis. The City of Mercedes Housing Authority Jump Start program staff will actively participate in the ACE program's regularly scheduled meetings and professional development activities. The program will be monitored by the ACE program director and a site coordinator to ensure a safe nurturing environment and quality instruction is being provided according to TEA performance measures. The site coordinator will provide professional development on after school programs best practices and monitor for grant compliance. Students attending these activities will not be charged a fee to attend. Students will not require transportation as the services will be provided on site at the housing authority complexes for accessibility and safety. Educational interventions will be intentional and student data from the district DMAC assessment software will be utilized to create student profiles for targeted intervention. Enrichment activities will be developed that can be utilized by students during and after program hours to curtail negative behaviors and influences after programming. Character development activities will be utilized during weekend programming to assist the students in developing a positive outlook and teach of the effects of negative variables they may encounter such as drugs, gangs, and violence.

The proposal will also seek to collaborate with the Region 1 Education Service Center, local adult education service providers, and local universities to provide adult educational services such as English Second Language certification, and GED certification courses at the facilities parents are living in. Programming will combine intensive academics with creative programming to foster each participant's empowerment and self-development as a launch pad to higher education and job skills. Parents will be also be provided with workshops to increase their participation in their child's education. Survey results showed 66% of parents did not understand testing and promotion requirements and felt too intimidated to ask questions in a general school meeting setting. Workshops would be small group based with parents from the housing authority that would focus on testing structure and requirements, homework help, open-ended questioning techniques, and reading initiatives.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community-learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mercedes, Texas is a small community that has a limited amount of out-of-school time student activities and programs for working families. Programs available to proposed sites are limited to one choice, the City of Mercedes provides a Recreation Center for students to attend during after school hours from 3:30p.m. - 6:30p.m. The recreational center has its limitations due to a maximum capacity of 200 students from ages 6 – 18 years of age, is fee based, not easily accessible for single vehicle households, and does not provide targeted academic interventions. Additionally, the recreational center also provides services to two neighboring towns, which decreases enrollment availability to local Mercedes ISD students.

The comprehensive needs assessment conducted indicates students lack access to structured and safe afterschool programs. The findings identified a need for activities that educate and motivate families to participate in their child's education and to send them to post-secondary education. Students are in need of innovative academic tutorials to improve skills in the core subject areas. STAAR 2013-2014 Math testing administration show students across grade levels 3rd-8th performed on average 9% below the state average and 7.3% below the regional average. STAAR 2014-2015 Reading results show students across grade levels 3rd-8th performed on average 14.1% below the state average and 9.7% below the regional average. The STAAR 2014-2015 End Of Course results showed an average of 8.8% below the state and 4.2% below the region. The needs assessment process has identified a variety of resources to address these academic needs and gaps. The proposed program will utilize highly qualified certified instructional staff to deliver intentional instruction that has been developed by the site coordinator, campus curriculum specialist, campus administration, and Curriculum and Instruction Department. Curriculum and Instruction staff will provide expertise to develop a coordinated plan of action to address weak performance in core Readiness and Supporting standards. ACE personnel will have access to the district DMAC assessment software as a data mining resource to create student profiles based on weaknesses identified through student testing and performance. Nine centers will provide programming from respective school district campuses, which will target students for participation from their population. Each facility will provide resources such as furniture, technology, in-kind general supplies, library resources, gymnasiums, and fine arts facilities.

Additionally, the analysis also identified a lack of fee-based programs in the community that address the academic and enrichment needs of students and working families. The 21st CCLC structure best meets the needs of the campus and community. The proposed MISD 21st CCLC ACE Program intends to provide a safe environment where high quality, vertically aligned, and innovative activities are implemented based on the Four Component Guide. This afterschool structure will align with the regular school day curriculum, Campus Improvement Plan, and will help develop critical 21st Century skills through project based learning activities necessary for success in post-secondary education. The program intends to offer classes that educate parents in the importance of STAAR and local testing, research based study skills, teacher communication skills, SAT/ACT preparation, financial aid, career exploration, college requirements, and college visits.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and **positive youth development** of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Providing programming for nine sites will ensure all students in the school district will have an equal opportunity to participate based on needs and gaps. These activities will help at-risk students develop and strengthen their knowledge and skills. Promotion, graduation, discipline referrals, daily attendance, and STAAR performance data will be utilized to validate this claim. By utilizing management and implementation tools from the Texas ACE Blueprint and TEA resources, Mercedes ISD ACE will design and implement successful research based afterschool practices. The Harvard Family Research Project evaluation and research database has been utilized for proven research based program development practices from Meta-Analysis of Effects of Out-of-School Time Programs for At-Risk Students and Enhanced Academic Instruction in After-School Programs. The information gathered focused on critical areas of instructional practices, which include organization, clarity of presentation, modeling of concepts, monitoring of student progress, cooperative peer learning, inquiry based instruction/training, and classroom management practices.

The proposed ACE Project Director will work closely with the proposed coordinators using the Texas ACE Blueprint to ensure program quality and fidelity of implementation. Highly qualified certified teachers will provide valid and reliable afterschool activities to students and parents. Currently Mercedes ISD ACE staff participates in variety of research based staff development, program design, and implementation practices that focus on 21st century skill building and is recognized as a valued mentor by local and state educators and the U.S. Dept. of Education. The Mercedes Police Dept. publicly credited Mercedes ISD in past years for deterring juvenile crime, increasing community awareness and providing a safe and secure environment to students. These long-term partners as well as local colleges and universities and environmental wildlife sanctuaries will provide ACE participants supplies and materials, law enforcement personnel, mentors, educational programs and community leaders that otherwise would not be available without an ACE outreach. The Mercedes Fire Department will provide classes to teach students about civil service and healthcare career opportunities. University partnerships will provide college readiness and the environmental programs will provide civil responsibilities lessons.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community-learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All volunteers will qualify upon completion of a school district application process, and negative results from a TB test. Furthermore, volunteers will undergo a criminal background check and fingerprinting. Volunteers will be recruited by ACE staff, family engagement specialist, campus administration, and parental liaisons. Volunteers will be provided with best practices on how to provide effective instruction afterschool. The volunteers will be supervised by the site coordinator, family engagement specialist, and ACE certified teachers. Furthermore, the campus curriculum specialist will provide continuous training on how to align after school curriculum to the regular day. Volunteers will communicate regularly with the site coordinator, family engagement specialist, and curriculum specialist to track children's educational gains, and participate in campus activity development and modification. Volunteers will act as student advocates, mentors, and provide one-on-one tutoring to struggling at-risk students from all demographics. Qualified volunteers will be recruited to provide one-on-one English as a Second Language tutoring activities and cultural awareness. Research shows that students will likely master a second language when they are given conversational opportunities in ordinary social and formal setting. In addition to reading and ESL activities, volunteers will share their skills by teaching communication and writing skills, appreciation of art and music, historical accounts of significant events in the area, environmental preservation, and nutrition and wellness practices. Volunteers will receive individual support from the site coordinator through bi-weekly observation and feedback reviews. ACE program staff, family engagement specialist, and the Parental Department will add partners to assist in enrichment activities to help increase community buy-in within the school district. The Mercedes ISD campuses currently offer assistance to students during the regular day with the aid of volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community-learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Mercedes ISD is committed to establishing an enduring after school program. The proposed program understands that the success of an afterschool program depends on family and community involvement, continuous feedback, creating program awareness, evaluating program effectiveness and program sustainability. During the development stage, several meetings were held with stakeholders to discuss a path to program sustainability after funding. Upon application award, the ACE program and stakeholders will form a Sustainability Committee and hold a series of meetings throughout the life of the grant to implement the five key steps outlined in the Texas ACE Blueprint.

Step 1: the committee will continuously review grant participation and performance to determine a sustainability target. The sustainability target will identify the various aspects needed for the greatest student impact such as program hours, resources, staffing, and activities.

Step 2: the committee will review which service model is more effective by site to create a detailed and highly effective plan according to staffing strengths.

Step 3: the resources utilized throughout the life of the grant, which are acquired through local, state, and federal partnerships and in-kind contributions will be inventoried and cultivated so that they can be utilized at the conclusion of the grant to aid sustainability.

Step 4: a partnership between the school district and city government will focus on raising buy-in from the community throughout the life of the grant by presenting the committee's findings yearly to the city commission and community in order to move towards creating an external funding stream such as a possible sales tax increase to support out of school time funding.

Step 5: a logic model will be created to organize the program information and resources to be presented to the school board yearly to highlight the program accomplishments and build buy-in. This will create another opportunity to discuss and plan for program sustainability by identifying an additional funding stream targeting local district funds by the end of the grant cycle.

September 2016	Sustainability Committee Reviews 1 st Month Grant Progress Data (GPD)
October 2016	Project Director presents GPD to School Board
November 2016	Sustainability Committee Reviews (GPD) / Resource Assets Inventory / Volunteer Services Inventory / Community Partnerships
December 2016	Project Director will present GPD to City Commission / Attendance Impact / Economic Impact / Showcase Student Projects / Every ACE Campus Showcases at City Festival of Lights
January 2017	Project Director presents GPD to School Board / Regular Day Attendance / Impact vs previous year
February 2017	Sustainability Committee Reviews (GPD) / Resource Assets Inventory / Volunteer Services Inventory / Community Partnerships
May 2017	Project Director presents GPD to School Board / Regular Day Attendance / Impact vs previous year / presents GPD to City Commission

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Mercedes ISD ACE Program understands that the success of an afterschool program depends on family and community involvement, continuous feedback, creating program awareness, evaluating program effectiveness and program sustainability. Furthermore, research shows that when families are involved in schools, students perform better. The same can be said of family and community members that are invested, however large or small, in a school-based after school program will tend to be more interested and involved in their child's learning, in the learning of all children in the program, and in the performance of the school as a whole.

The planning and design for the proposed expanded learning opportunities will occur through a collaboration of key stakeholders, such as ACE staff, district administration, campus administration, campus staff, parents, and community members. To guarantee feedback and involvement a stakeholder committee will be established and maintained throughout the duration of the grant cycle by the Project Director.

The Stakeholder Committee community members will specifically support the development of the grantee program and goals, identifying resources for sustainability, and securing community buy-in. These community stakeholders are the local chief of police, Mercedes city manager, elected officials, local business leaders, parents, and community residents. The stakeholder committee will meet to ensure transparency, fidelity of programming, feedback on design, the level of rigorous coursework offered, and review student performance data reports according to FERPA Guidelines for program effectiveness. Meetings will be conducted quarterly and meeting minutes will be collected and reviewed. The first meeting will be conducted prior to the program start date in August 2016. Stakeholder meetings will be conducted at the centers, on a rotating schedule, so that members can speak with campus leadership and staff. Utilizing the center as a meeting area will allow the community stakeholders to see first-hand the activities occurring after school, building support for sustainability. Furthermore, organizations such as the City of Mercedes Housing Authority, Hidalgo Law Enforcement, Mercedes Chamber of Commerce, local religious organizations, Rio Grande Valley Livestock Show Association, Boys and Girls Scouts, Knights of Columbus, Lions Clubs and the American Legion will be involved in creating program awareness, provide resources and help recruit volunteers for the afterschool program.

A variety of resources will be utilized to promote awareness of the after school program and collect feedback from the community. Awareness of the program will be initiated by the district technology department in collaboration with the site coordinator to develop an ACE webpage for every center in which program information such as start and end dates, schedules, special events, program purpose & goals, activity details, forms, and pictures will be available for the community and families of participants. The Site Coordinator, Parental Liaison, and Stakeholder Committee Members will organize a series of ACE Showcases so that parents, family, and the community can come together to celebrate the accomplishments of the participants in the afterschool program. Students will display their work and give presentations to visitors on the various afterschool activities offered. Stakeholder Community members will utilize their contacts to leverage guests from city officials, local state representatives, and local business leaders.

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Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed MISD ACE program has developed a comprehensive management plan to ensure all out-of-school time activities meet student and family needs and align directly to the grant management requirements. This comprehensive plan outlines the process the Project Director (PD) will follow for fidelity of implementation.

1. The site coordinators and program director will conduct a campus and community needs assessment utilizing information from the Campus Improvement Plan, Academic Excellence Indicator System, local and state disaggregated test data, staff, student, parent, and community surveys. The Stakeholder Committee will analyze assessments and identify program needs according to the TEA Four Component Guide.
2. The site coordinators, campus administration, staff, and curriculum specialist will complete the Needs & Assets Inventory, Strategy Development Form, and Activity Alignment Form. These tools align the activities with the identified needs, intentional recruitment, TEA Objectives, Four Component Guide, program strategies, and 21st Century Learning Skills.
3. The site coordinators and program director will provide staff development to all after school staff in the use of TEA ACE Unit/Lesson plans to ensure rigorous coursework, academic support, and innovative hands-on learning approaches that complement rather than replicate the regular school day curriculum. Instructors will also be given training in TEKS alignment, classroom management, lesson design, integrating technology in the classroom, and engaging families in all activities. All training will take place prior to the start of programming in an orientation session and throughout the program year by site.
4. All Unit/Lesson Plans will be reviewed by the site coordinators, campus curriculum team, and project director for curriculum alignment to the regular day.
5. A consistent schedule will be developed and initiated to suit the needs of the students and working families. This schedule will be revised for consistencies and dependability as needs of students and working families arise throughout the program year.
6. The site coordinators will collaborate with various district departments to coordinate safe transportation and nutritional services for all students as well as coordinate with the Technology and Warehouse department to provide resources and supplies.
7. Student applications will be distributed through intentional recruitment for students that have been identified through analyzed test data as in need of academic support. All applications will be processed by the site coordinators and filed for future reference and for student transportation details.
8. Instructors after school will be certified teachers that have been identified as "high performing" according to test data for their previous year's population and observations.
9. The Parental Department will collaborate with the ACE program to provide an in-kind campus parental liaison to coordinate outreach and parental events with the site coordinators and Family Engagement Specialist. The site coordinators will be responsible for data entry and record keeping of all parent participants and sign-in sheets.
10. Age appropriate students will sign attendance sheets that will be used by all after school activity instructors to record student attendance. The site coordinator will collect student attendance sheets daily to enter into the Tx21st Data System on TEASE. All attendance sheets will be filed for each program year and placed in storage.
11. A monitoring plan has been developed involving the site coordinators, campus administration, campus curriculum team, district curriculum team, evaluator, and community members that will visit the site activities to ensure alignment to regular-day curriculum, TEA Objectives, TEKS, and Campus Improvement plan.
12. In order to maintain fidelity of the program the site coordinators and curriculum specialist will meet with staff bi-weekly to review monitoring feedback and make modifications to ensure effective programming.
13. The Project Director will present program operation information and updates in monthly district level meetings to the District Administration such as Superintendent, Assistant Superintendent, and program directors.
14. Additional modifications to programming will be conducted after analysis of student test data from local six-weeks campus based assessments, benchmarks, and mock STAAR testing; and will be continuous throughout the program year.

Program Evaluator analysis for fall, spring, and summer will be reported to the district and stakeholders by term.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1	Center Name: Mercedes Early Childhood Center		
9 digit campus ID#	108907106	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	Kinder		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2	Center Name: Travis Elementary		
9 digit campus ID#	108907103	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	1 – 5		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	250
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 3	Center Name: Taylor Elementary
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9 digit campus ID#	108907102	Distance to Fiscal Agent (Miles)	0
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Grade Levels to be served (PK-12)	1 - 5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
--	--------------

Number of Regular Students (attending 45 days or more per year) to be served:	250
--	------------

Number of Adults (parent/ legal guardians only) to be served:	100
--	------------

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				

9 digit Campus ID #				
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District Name (if different)				
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Distance to Center				
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Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 4	Center Name: Ruben Hinojosa Elementary
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9 digit campus ID#	108907107	Distance to Fiscal Agent (Miles)	0
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Grade Levels to be served (PK-12)	1 - 5
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Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
--	--------------

Number of Regular Students (attending 45 days or more per year) to be served:	250
--	------------

Number of Adults (parent/ legal guardians only) to be served:	100
--	------------

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				

9 digit Campus ID #				
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District Name (if different)				
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Distance to Center				
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TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5	Center Name: Sgt. William G. Harrell Middle School		
9 digit campus ID#	108907108	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	6 - 8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	250
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6	Center Name: Sgt. Manuel Chacon Middle School		
9 digit campus ID#	108907041	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	6 - 8		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	250
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: Mercedes Academic Academy		
9 digit campus ID#	108907002	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9 - 12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	50
Number of Adults (parent/ legal guardians only) to be served:	25

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 8	Center Name: Mercedes Early College Academy		
9 digit campus ID#	108907006	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9 - 12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	150
Number of Adults (parent/ legal guardians only) to be served:	75

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17--Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 9	Center Name: Mercedes High School		
9 digit campus ID#	108907001	Distance to Fiscal Agent (Miles)	0
Grade Levels to be served (PK-12)	9 - 12		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	275
Number of Adults (parent/ legal guardians only) to be served:	100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 10	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	
Number of Adults (parent/ legal guardians only) to be served:	

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mercedes ISD ACE will implement systematic recruitment and retention practices throughout all three terms. Data will be collected from multiple perspectives that are both quantitative and qualitative to ensure high-need students are engaged and served effectively. Students who perform below the standard will be intentionally categorized by need and recruited to participate in individualized innovative hands-on inquiry based tutorials and academic enrichment activities that are structured on analyzed data. The ACE site coordinators and campus curriculum team will review quantitative data such as analyzed student test data from the district's test management software DMAC (Data Management for Assessment and Curriculum); to intentionally identify students that are at-risk of academic failure and show the most need for academic intervention. The system allows educators to disaggregate STAAR, TELPAS, Benchmarks, and local teacher-created assessment data. Furthermore, educators will be able to analyze data based on STAAR Reporting Categories and student performance on Readiness/Supporting standards and process skills. The system also allows the user to create specific reports by district, campus, and individual student for performance comparisons. This data will be used by ACE staff to create custom student portfolios. This process will allow educators to create custom student tutorials and heat maps that identify achievements gaps in order to prepare for local and state assessments. For more in-depth analysis, staff will be able to utilize portfolios to improve intentional classroom organization, instruction, and intervention. Qualitative data utilized will be collected from student surveys, ACE student focus groups, counselors, campus administration, teacher surveys, teacher grade level meetings, and parent observation/recommendations. This additional data will allow programs to improve overall student engagement and achievement in combination to compliance purposes.

The Mercedes ISD ACE Program will focus on retention by offering a rotation schedule that offers a balance between academic core instruction and enrichment activities. Students will rotate from academic core instruction that is intentionally organized based on needs and gaps to enrichment activities that are based on analyzed data to provide a heterogeneous group based on the 10/80/10 principle that is a combination of 10% high performing, 80% medium, and 10% low. Research from the Harvard Family Research Project shows that heterogeneous group structures in enrichment activities permit creativity and critical thinking among all students and assists in removing labels amongst diverse student populations. Additionally, a student focus group will be utilized for student input in enrichment activity development as well as student surveys.

In addition to activity development, recruitment, and scheduling, parents will be targeted for program participation and awareness to increase recruitment and retention amongst students. A series of parent meetings beginning prior to the program start date will educate parents on the ACE Program and its benefits. Each site in collaboration with the Family Engagement Specialist, ACE staff, and District Parental Staff will be responsible to provide continuous parental outreach through the campus ACE webpage, monthly ACE newsletter, Parent Teacher Organization, campus events, ACE Showcases, and ACE Campus Parental Workshops. Research shows that increasing parent participation and awareness positively affects student participation and attendance.

While the Mercedes ISD ACE program will not be able to serve all students, the program can successfully identify the most at-risk students on campus and offer them curriculum aligned, research based, hands-on, inquiry based instruction. All activities will expose students to a high use of technology and incorporate small group inquiry based projects to build 21st Century Skills.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A dedicated and experienced full time project director and nine site coordinators will coordinate all yearly and summer activities to meet the needs of the program, district, students, and working families before, during, and afterschool hours. The recruitment of teachers and students will take place prior to the program start dates each term. A staff orientation/training will be held the week prior to the program start date of each term to review ACE program policies, forms, and targeted student groups. All activities will be scheduled and entered by the site coordinators into the Tx21st data system for attendance tracking daily. The center will operate no less than 35 weeks during the school year with a minimum of 13 weeks in Fall, 17 weeks in the Spring and 6 weeks in Summer. Consistency is critical to recruitment and retainment efforts since participants need a reliable schedule. During the Fall and Spring semester, the center will offer no less than 14 hours of programming per week to meet the needs of working families and ensure that students have adequate access to innovative constructive learning in a safe environment. Hours of operation will consist of Monday through Friday from 6:45 a.m. – 7:45 a.m. and Monday through Thursday from 3:30 p.m. – 6:00 p.m. Activities will focus on needs by site and have two rotating one hour and fifteen minute periods. The first period will consist of core academic inquiry based activities and the second period will offer a variety of enrichment and college and career activities to increase student relationships, student program buy-in, and retention. In the Summer term, 5.5 hours of programming for a 6-week period will support working families and provide expanded learning time for at-risk students during what research shows is a critical gap in learning. Various activities will be included from the four component guide that are aligned to the regular school year curricula and address needs and gaps found through disaggregated student test data. Staffing for the summer months will be high performing certified instructors that have been identified according to classroom performance data and administrator recommendation. Students will participate in a rotating schedule consisting of five one-hour activities. Activities will be project-based with a focus on Math/Science, Reading/Social Studies, Art, Sports, and Theatre.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Nine campuses will be utilized as physical host sites for all afterschool programming for students and family members assigned to the campuses during the regular school day. Age appropriate students will be required to sign in and out on the daily ACE attendance form. The site coordinators will collect all attendance forms and enter data into the TX21st data system daily. Every campus / site has a functional geographic proximity to ensure students and parents have accessibility to programming and arrive home at a safe hour. The center will have defined hours of operation available for all participants and staff to ensure a consistent reliable schedule. All program staff will be certified and processed through the MISD Human Resources Department screening process. The site will be managed by the site coordinators, and in-kind campus administrative team for proper administrative oversight to ensure safe practices are followed. Each center will be required to pass the district safety inspection and TEA's ACE Safety Self-Assessment. Each center will have written policies for signing in/out, emergency lockdown, contacting EMS, evacuation drills, injury/illness, prescription/non-prescription drug procedures, hand-washing, safety care for students/family, first-aid kit upkeep, and classroom procedures against unauthorized visitors. All ACE personnel will be required to attend a safety orientation and will be provided the ACE program handbook. The district administration, ACE staff, and the district Safety Director will have a plan in place with the Mercedes Police Department for responses to any emergencies that may arise at program sites. The police department has agreed to provide structured patrols for centers during program hours. Student application forms will be accessible in a program student binder at the front desk of each site. Student applications contain parent information such as names, phone numbers, address, travel information, emergency contact numbers, student allergens, health conditions, and authorized individuals for pick-up. Any adult that signs out a student will have to be listed on the student application and provide proper identification. All pick-ups will be signed out by the authorized adult listed on the application. All participants that travel home via district transportation will have a bus card issued to them with bus number, name, address, and parent contact numbers. The district will also provide in-kind bus monitors to ensure safety as students travel home to reduce any incident of confusion of drop-off point, physical injury, and bullying.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The number of students that will be targeted for the proposed ACE program will be identified through a two-year comparison of longitudinal student assessment and demographical data. Student assessments will be analyzed using the district Data Management for Assessment and Curriculum software (DMAC). This system allows educators to disaggregate standardized tests, benchmarks, local assessment data, data based on STAAR reporting categories, student performance by readiness/supporting standards, district/campus/individual student reports, custom student tutorials, heat maps, custom designed queries, and data export functions for analysis. From implementation, DMAC has improved targeted classroom instruction and intervention, provided routes for differentiated instruction, and tailored reports expediently to educators increasing planning time during the regular day. This tool in combination with our district curriculum will allow ACE staff to properly address needs and gaps while aligning to regular day classroom curricula to improve student academic performance. ACE site coordinators will participate and be placed on the agenda in all campus meetings, trainings, and grade level meetings to ensure that there is intentional, ongoing, and structured collaboration between ACE and regular school day campus staff to make certain that there is a shared understanding of student needs. Site coordinators will report campus program progress to the campus leadership team at the end of each week to discuss attendance, monitoring findings, unit/lesson plans, targeted readiness/supporting standards, resources, and staff development needs. The project director will report monthly at the District Leadership Team Meeting, Principals Meeting, and Curriculum and Instruction Meeting to discuss program and district vision, garner leadership support, discuss staffing, resources, monitoring, and curriculum alignment.

Mercedes ISD students will be entering a job market that values a level of skills and abilities far different from the traditional workplace talents that so ably served their parents and grandparents. Students in this new job market will be required to quickly collect, synthesize, and analyze information, conduct targeted research, and work with others to employ that newfound knowledge. Students will continuously be required to learn how to learn, while responding to endlessly changing technologies and social, economic, and global conditions as can be seen in recent events. In order for these 21st Century Skills to be developed, the Mercedes ISD ACE program will utilize Cooperative and Inquiry Based Learning strategies in the classroom. According to Stanford University research, Powerful Learning: What We Know About Teaching For Understanding, Traditional academic approaches and settings employ narrow tasks that emphasize rote memorization and incorporate the application of simple procedures that will not develop 21st Century Learners who are critical thinkers and effective writers/speakers. The proposed instruction after school will utilize student data to identify needs and gaps and place students in complex, meaningful projects/assignments that require sustained engagement and collaboration amongst peers. Certified instructors working in the regular day setting have already participated in Inquiry-Based staff development provided by the school district and are currently working towards implementing these strategies in the regular day classroom. The proposed ACE program will build off this initiative and assist instructors in transitioning from teacher driven instruction to student driven instruction. Teachers will provide students with group structure and roles, driving questions, logical arguments, background knowledge, appropriate informational resources, and time management.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure alignment to continuously changing student needs, the project director, site coordinator, campus curriculum team, and Stakeholder Committee are responsible for making sure that all the activities offered are aligned to the student and family needs identified in the campus needs assessment, community needs assessment, student/parent/staff/community surveys, ongoing disaggregated test data, and TEA Four-Component Activity Guide.

The project director and campus curriculum team will use the Texas ACE Blueprint multi-step Strategy Development Process to align student needs and modifications at the end of every six-weeks to resources and indicators that measure student success.

- **First:** the Needs/Assets Inventory guide will be used to prioritize academic needs according to DMAC data and map assets for program focus.
- **Second:** ACE and campus staff will then utilize the Texas ACE Blueprint Strategy Development Worksheet to create an action statement/plan that aligns assets to needs and lists the strategy, objective, and success indicator for each proposed intervention.
- **Third:** the Texas ACE Blueprint Activity Alignment Form will be used to align the Strategies from the Strategy Development Worksheet to actual activities and identify the description, ACE component addressed, student population, and grade level.

Furthermore, the proposed ACE Program will use the ACE Unit/Activity Lesson Plan Worksheet for developing comprehensive and coordinated activities. In alignment to the Four-Component Guide, all activities will be innovative, engaging, and aligned with 21st CCLC requirements, TEKS, Campus Improvement Plan and regular day curricula. The site coordinator and campus curriculum team will review Unit/Activity Lesson Plans to ensure alignment and fidelity that hands-on activities are being implemented. Differential small group inquiry-based instruction and technology will be utilized to increase engagement and retention for students who are at-risk of academic failure or dropping out.

Students will be intentionally recruited and grouped according to identified needs in specific TEKS from DMAC student reports. The student data management software system allows the program staff to specifically identify student academic weaknesses and level of need within the student population as the year progresses so weaknesses are identified continuously in a timely manner and can be updated in student portfolios and addressed through the proper intervention. Once this data is analyzed by the site coordinator and campus curriculum team, students will be placed in small group tutorials with a student to adult ratio of a minimum of (10:1). By minimizing the student to teacher ratio according to students' academic need level, the program is creating an intentional relationship-building environment where the student can receive individualized attention, feel confident to explore, and close academic gaps. To ensure compliance of best practices for afterschool programs, the site coordinators and campus curriculum specialist will utilize a monitoring instrument, which includes the observation of student/teacher ratios.

Enrichment activities will also be aligned to the identified specific needs of students from data such as Attendance Reports, Discipline Reports, Teacher/Counselor Referrals, and Student Surveys. Enrichment activities will focus on addressing issues in behavior and attendance through activities that are derived from Student Voice/Choice with a ratio of (15/20:1). The Project Director, site coordinator, family engagement specialist, and campus staff will administer a student survey during the Fall, Spring, and Summer semesters to continuously modify and provide enrichment programs according to student needs. The site coordinator and campus administration's primary goal extended beyond the participant's academic learning. They are committed to exposing participants to a balanced array of new experiences that promote healthy overall development.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed Mercedes ISD ACE Program understands the need for a strong commitment and intention with respect to integration of student and family voice and choice into the development of program activities for students and families. The Family Engagement Specialist (FES) will work directly with the project director, site coordinators, campus administration, campus liaison, and parental director to coordinate and develop parental activities, recruitment, workshops, and outreach. The FES will play a key role in providing multiple avenues for parents input. The FES will provide surveys, initiate focus groups, make phone calls, and schedule parent meetings by campus for program review, updates, and planning.

The FES position will assist all centers to motivate working families to take an active role in their child's education through workshops that teach how to understand district testing calendars, testing requirements, analyzing progress reports, analyzing report cards, how to communicate with educators, parent rights and responsibilities, nutritional education, and at-risk identifiers. The FES will coordinate with various campus level and district level departments in order to address the wide spectrum of needs and information across all programs. The FES will be required to identify and recruit external resources for Family Support Service Workshops such as the PTO, local health service agencies, local colleges, and Texas Workforce solutions to educate and provide parents of needed external services available.

The FES will collaborate with the Region 1 ESC and South Texas College to provide adult education and literacy classes with certifications. For example, Region 1 ESC and Mercedes ISD will provide the certification and facilities to offer parents GED courses. Data from community needs assessments showed a strong need for ESL courses which will be provided by each site to ACE parents through FES and Parental Department collaboration. A literacy program will take place at each site to develop literacy skills for ACE parents so that they can assist and participate in their child's education.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Mercedes ISD ACE Program will utilize a full-time Family Engagement Specialist (FES) to assist the project director in collecting data to address parental needs at every funded ACE community-learning center. The FES will report and work directly with the project director in conducting surveys and needs assessments of students, parents, and staff. The FES and project director will use data collected to create a campus action plan for family engagement to address identified needs. The project director and FES will formally meet weekly to review data, initiatives, and progress for each center. The FES will enter all parental activity attendance into the Tx21st Data Entry System. The FES and project director will attend all district team leadership meetings, principals meetings, and Curriculum and Instruction meetings to inform the district of initiatives and progress.

The FES will also collaborate and communicate with every site coordinator to create an action plan according to needs, schedule, adult demographic, language, and resources. The FES parental initiatives will be placed into each ACE campus and district logic models. The FES and campus parental liaison will collaborate to increase parental workshops, meetings, and trainings to increase parental awareness, education, and services. The FES will present in Parent Teacher Organizations (PTO) to inform them of ACE goals and objectives and services offered at each respective campus. The FES will also present findings to each PTO at the end of each term for feedback and input for program modification. The FES will assist in increasing communication with the community by participating in the presentation of school district town halls. The FES will also coordinate with the City of Mercedes and Chamber of Commerce so that ACE students and parents from each center can participate and showcase the program in two major city events, the Festival of Lights and Veterans Day Parade. Community outreach will also target other events such as Relay for Life and Walk for Education.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Mercedes ISD ACE Program understands that engaging families in their children's learning has a powerful, positive, and lasting impact on students' academic success and life. ACE Centers will focus on student's cultures, invest time in the community, understand parent concerns and needs, and embrace parents as partners. Through collaboration from all stakeholders at each ACE Community Learning Center, the program plans to provide highly engaging family activities during the school day and after school hours based on needs identified in the campus and community needs assessment. Data from the needs assessment identified a parent population that lacks familiarity with educational language and procedures, which prevents communication between the educator and parent. Parental survey data showed parents were intimidated to visit and participate in campus events and expressed a lack of assessment knowledge to properly review their child's academic achievement data/status.

By offering activities to family members inside of regular day campuses, the ACE program is creating a gateway for parents to become more involved in their child's learning environment. Every center will have a dedicated Family Resource Center, which can be utilized by the parents, Site Coordinator (SC), Family Engagement Specialist (FES), and Campus Parental Liaison (CPL) to provide a wide variety of academic and extracurricular activities. The proposed ACE program will offer activities to working families at various times according to parent need and work schedules.

A variety of parental enrichment activities will take place during the regular day between the hours of 9:00 a.m. – 3:00 p.m. Monday through Friday at each respective center location. The Family Resource Center will be utilized for small parent workshops and for large groups, activities will be provided in the library or gymnasium. Activities will focus on topics such as computer literacy skills, college awareness, nutritional awareness courses (offered by Texas A&M University), parent support groups, reading clubs, art, pottery, Zumba, and cooking classes. Activities will be developed and modified by stakeholders according to participant voice and choice, which is critical to participation and retainment. Once activities and participants are identified, a reliable schedule will be created for participants to attend.

Expanding adult learning programs will be developed and organized into Parent Leadership Institutes. Activities will offer access and courses such as ESL, GED certification, reading literacy, computer literacy, citizenship skills, financial literacy, homework strategies, STAAR Assessment overview, expanded learning strategies at home, suicide prevention, and drug/gang prevention strategies. Institutes will be developed and initiated throughout every term at each respective center. Instructors for the institutes will be recruited from sources such as district program directors, ESC Region 1, University of Texas Rio Grande Valley, South Texas College, Knapp Medical Center, Mercedes Police Department, Tropical Texas Behavioral Health, Texas Workforce Commission, Gear Up, and contracted adult education programs. The FES, SC, and CPL will work with the campus leadership team to prioritize institute topics according to the school calendar year for implementation. Based on parent survey data, institutes will be offered after school in the library during hours identified that best suit the working families schedule for increased attendance. At this time, proposed program hours will focus on institute session from 6:00 p.m. – 7:00 p.m. between Monday and Thursday.

These activities will advance parents capacity to contribute to their child's education and life. By initiating this program, we strive to educate parents to learn various methods in which they can actively foster not only their own education, but also the education of their child, increase financial support, increase social capital, and advocate for higher quality education.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108907		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Project Director, Family Specialist, Campus Admin, Safe School Dept.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation(cont.)

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Campus Parent Liaison, Project Director, Region 1 ESC, Local University	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation(cont.)

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Project Director, Campus Administration, Safe Schools Director	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Project Director, Campus Administration,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Project Director, Sp. Ed. Dept., Campus Administration, Nurse Depart.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Project Director, Sp. Ed. Dept., Campus Administration, Nurse Depart.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Project Director, Sp. Ed. Dept., Campus Administration, Nurse Depart.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Project Dir, Site Coord., Sp. Ed. Dept, Campus Admin, Nurse Depart.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Program Dir., Safe Schools Dept, Sp Ed Dept, Campus Admin, Site Coord.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Absenteeism/Ttruancy

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Program Dir, Site Coord, Safe Schools Dept, Campus Admin, Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Program Dir, Site Coord, Safe Schools Dept, Campus Admin, Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Program Dir, Site Coor, Parental Dept, Campus Admin, Counselors,	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Project Dir, Site Coor, Campus Admin, Human Resources Dept, C & I	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations,newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Program Dir, Site Coor, Campus Admin, Parental Liaisons, Tech Dept	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Program Dir, Transportation Dept, Safe Schools Dept, City of Mercedes	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 1

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

<input type="checkbox"/> Certified letter	<input checked="" type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input checked="" type="checkbox"/> Email	<input type="checkbox"/> Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 16

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**

Total nonprofit schools participating:	Total nonprofit students participating:	Total nonprofit teachers participating:
No nonprofit schools participating: <input checked="" type="checkbox"/>	No nonprofit students participating: <input checked="" type="checkbox"/>	No nonprofit teachers participating: <input checked="" type="checkbox"/>

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit schoolchildren, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation(cont.)

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: